



This report presents initial findings from the International Civic and Citizenship Education Study (ICCS) sponsored by the International Association for the Evaluation of Educational Achievement (IEA). Over the past 50 years, IEA has conducted comparative research studies focusing on educational policies, practices, and outcomes in more than 80 countries around the world.

ICCS studied the ways in which young people in lower secondary schools are prepared to undertake their roles as citizens in a range of countries. It investigated student knowledge and understanding of civics and citizenship as well as student perceptions, attitudes, and activities related to civics and citizenship. It also examined differences among countries in these outcomes and the relationship of these outcomes to students' individual characteristics and family background, to teaching practices, and to school and broader community contexts.

Thirty-eight countries from around the world participated in ICCS. Data gathered from more than 140,000 students and 62,000 teachers in over 5,300 schools provide evidence that may be used to improve policy and practice in civic and citizenship education.

This report is the first in a series of reports from ICCS. It will be followed by a report drawing on a wider range of data and based on more extensive analyses of student knowledge and attitudes in relation to teacher, school, and community characteristics. Regional reports for Asia, Europe, and Latin America will focus on issues of civic and citizenship education of special interest in those parts of the world. IEA will also publish a civic and citizenship education encyclopedia, and a technical report, and it will make available an international database that can be used for secondary analysis by the broader research community.

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**Wolfram Schulz  
John Ainley  
Julian Fraillon  
David Kerr  
Bruno Losito**



**Università degli Studi Roma Tre**  
*Laboratorio di Pedagogia sperimentale*